

Survey Management

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Safe and Supportive Schools
Engagement | Safety | Environment

The Safe and Supportive Schools Technical Assistance Center



- Funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools.
- Provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.
- Goal is to improve school's conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Drug-Free Schools to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.



- Participants will learn about how to:
 - Develop surveys and administration plans that are consistent with program objectives and strategies
 - Promote engagement and support among school community stakeholders
 - Conduct data collection effectively and ensure data quality
 - Support relevant and useful findings and reporting for multiple stakeholders



- Future webinars will cover the following topics in greater detail:
 - Survey development (March 30 and 31)
 - Survey administration (April 27 and 28)
 - Analysis of survey data (May 25 and 26)
 - Reporting and dissemination (June 29 and 30)



1 Developing meaningful surveys

2 Who should be surveyed?

3 Considerations in designing a survey

4 Involving stakeholders

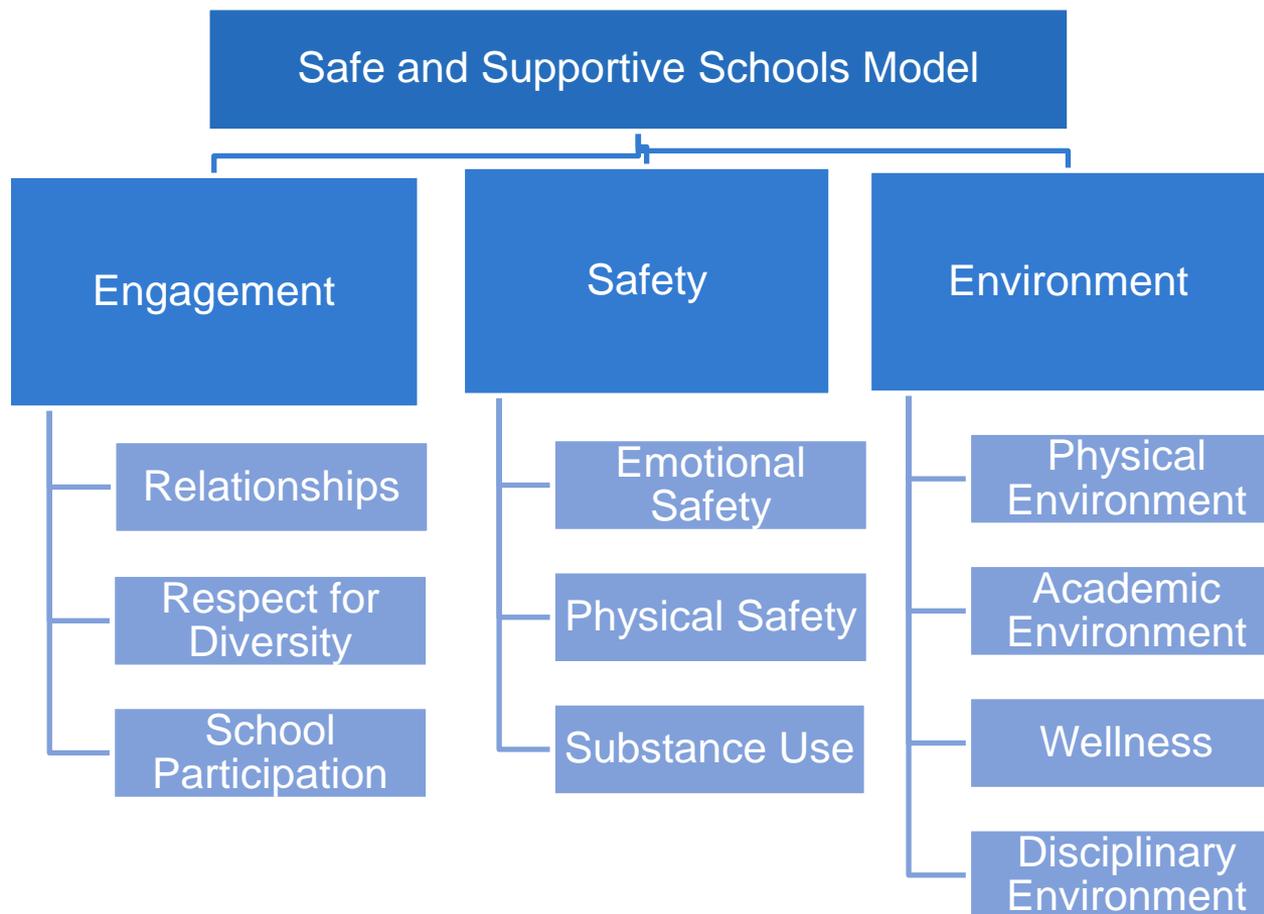
5 Survey operations

6 Analysis, reporting, and data use

Developing Surveys



What Do We Mean By “School Climate”?



Why Measure School Climate?



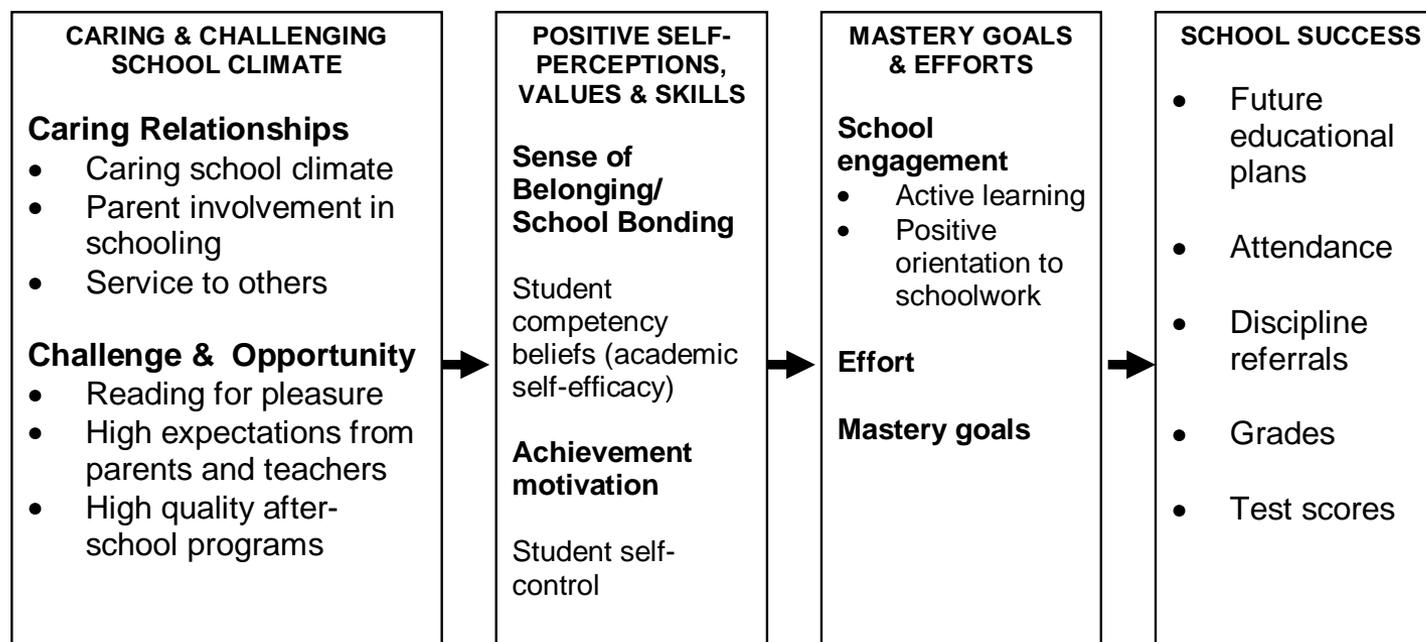
- Preparing students for success requires providing learning environments that ensure that students are successful, safe, and healthy.
- School climate measures can help identify local needs, support appropriate planning, and track progress toward improvement
- Goals related to improving school climate include:
 - Improving school safety
 - Promoting students' physical and mental health and well-being, nutrition education, healthy eating, and physical fitness
 - Preventing and reducing substance use, school violence (including teen dating violence), harassment, and bullying
 - Strengthening family and community engagement

Developing Surveys: Theories of Action



- Some school climate surveys are designed to measure outcomes of specific programs or initiatives
- The theory of action for these programs should then drive what is on the survey

Search Institute Simple Model of Influences on Students' School Success



Developing Surveys: Performance Management



- Sometimes districts include metrics pertaining to school climate or conditions for learning on their “school report cards” or other profile measures

Student connection	CPS average	2008	2009	2010
Average Daily Attendance Rate	82.6%	85.4%	87.5%	88.9%
Students Reporting Participation in Extracurricular Activities	56%	64%	53.1%	
Students Reporting Adequate or Excellent Levels of School Safety	82%	81.2%	84.3%	
Students Reporting Adequate or Excellent Levels of Academic Rigor at School	76%	72.3%	75.7%	
Students Reporting Adequate or Excellent Levels of Support from Teachers and Staff at School	79%	55.3%	74.5%	
Students Reporting Adequate or Excellent Levels of Social - Emotional Learning among Peers	71%	65.8%	67%	



[Scorecard FAQs](#)
[Achievement Test Overview](#)



Developing Surveys From Other Surveys



- Regardless of your survey's purpose or the specific concepts you will be including, the items you use often can come from prior instruments
- It is a good idea to ensure that any other instruments you draw from are reliable and valid
- Sources include:
 - The Centers for Disease Control: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools <http://www.cdc.gov/ncipc/pub-res/measure.htm>
 - Surveys conducted by the National Center for Education Statistics, including the Crime and Safety Survey, Schools and Staffing Survey, and several longitudinal education surveys <http://nces.ed.gov/surveys/SurveyGroups.asp?group=1>
 - Journal articles on school climate
 - Other states in your region





- Need to understand how the items you've selected will work with your population
- Cognitive laboratory testing
 - “Think aloud” interviews
 - *We are interested in what you are thinking when you respond to the statements. In order to find out what you are thinking, I want you to think out loud as you answer. In other words, I want you to say out loud everything you say to yourself silently, when you are thinking.*
- Pilot testing
 - Respondents in the pilot test should include all subgroups likely to participate in the full operational survey

Who Should Be Surveyed?



Who Should Be Surveyed?



■ Students

- Student voice important to include in district and school decision-making
- Student perceptions of safety, support, engagement and challenge

■ Staff

- Staff perceptions about the quality of relationships among adults in a school is predictive of whether educational reform efforts work to improve student achievement.

■ Families

- It can be challenging to reach a truly representative sample of families
- When families are surveyed, special attention to response rates must be paid
- Consider alternative methods of obtaining family perceptions

Student Survey Topics Requiring Family Consent Procedures



- Political affiliations or beliefs of the student or the student's family
- Mental and psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating or demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or the student's parent; or,
- Income

Student Surveys and Waivers of Documented Family Consent



If administration is VOLUNTARY and the survey contains any of the subjects above...investigators may use PASSIVE consent...

- Notify parents* or students who have turned 18 or are emancipated minors about the survey, including the specific date of its administration and the types of questions included in the instrument
- Provide parents* with an opportunity to inspect the survey instrument prior to its administration

* or students who have turned 18 or are emancipated minors

Student Surveys and Waivers of Documented Family Consent (cont.)



If administration is VOLUNTARY and contains any of the subjects above...may use PASSIVE consent...

- Provide parents* with an opportunity to opt out of participation
- Ensure that the administration of the survey is voluntary considering the “totality of the circumstances

* or students who have turned 18 or are emancipated minors



Student Surveys and Documented Family Consent



If administration is REQUIRED and contains any of the subjects above...must use ACTIVE consent...

- Prior written consent of the parent* before administering the survey.

* or students who have turned 18 or are emancipated minors

Considerations in Developing a Survey



Considerations in Designing a Survey



- Sample versus census
 - A census ensures that *everyone* has a chance to be heard
 - A census provides the most accurate and unbiased description of the population, including subgroups (assuming representative response)
 - Samples are less expensive and less burdensome
 - Random samples reduce bias as long as follow-up and completion are adequate
 - Stratified random sampling
 - Some sampling procedures generally produce biased results:
 - Making a survey broadly available and anyone who wants to go out of their way to take it may do so (for example, including it in a newsletter)
 - Surveying just those individuals or schools that are easiest to reach

Oversampling and Weighting



- For some surveys, it is important to ensure that there are enough members of a certain subgroup (often 100) so that more reliable estimates can be reported for that group
- A survey that includes an oversample also typically weights the results so that members in the oversampled group are weighted to their actual proportion in the population
 - This allows for the overall survey results to represent both the national population and the oversampled subgroup
 - Weighting will not “fix” an un-representative sample

Response Rates

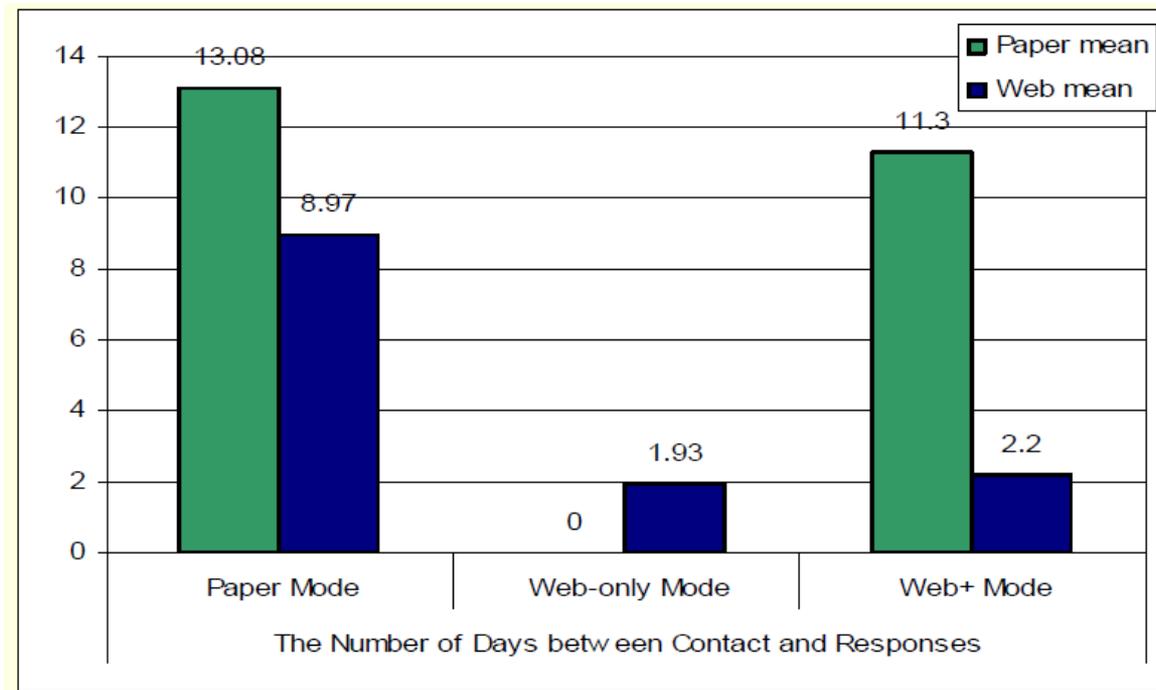


- The percentage of the sample invited to complete a survey that actually responds
 - Response rates interact with other factors (population size, variability in responding) to determine the level of confidence you can have in your results
- Institute for Education Sciences generally establishes a response rate target for student or staff surveys of 80%
- No agreed-upon target for family surveys
- Bias analyses
 - Compare responders to non-responders if possible
 - Non-responders to voluntary surveys are often individuals at higher risk
 - Potentially weight results to account for nonresponse bias

Online Versus Paper Surveys



- “Survey mode” can be strongly associated with the likelihood and timing of responding
 - E-mail only surveys tend to have the lowest response rates
 - Sending a paper notification by mail can boost web response rates
 - Web based surveys generally produce faster responses





- Commercially available online platforms include Survey Monkey, Zoomerang, Survey Gizmo, WebSurveyor, and many others
- Districts may have data systems that allow for student surveys (e.g., Naviance) or staff surveys (e.g., eSchool, Aesop)
- Paper surveys require careful formatting and scanning
 - Printers should package paper surveys according to the unit of survey administration
 - Scanners require clean, flat survey forms

Anonymous Versus Confidential



- Anonymous surveys are those where you truly cannot link a form to a person
 - Useful for collection of sensitive information
- Confidential surveys may include names or bar codes linked to ID numbers
 - Allows merging of survey responses with other demographic or educational information
- Good measurement depends upon respondent confidence that their responses will not be made individually public or shared with people who know them or have power over them

Alternative Versions



- Translated versions
- Braille versions
- Read-aloud CD versions
- Read-aloud by individual or through speech synthesis

These all make participation easier and more comfortable for respondents, but survey results are not always directly comparable across different versions

Survey Presentation and Length



- How you describe a survey when you introduce it to respondents can affect the way people respond
 - Attitudes toward the survey sponsor and interest in the topic are related to carelessness in completing the questions
- Longer surveys are associated with lower response
 - Younger students and students with disabilities may have a harder time completing longer surveys
 - May have skipped items or failed to complete survey
 - Piloting can test for this



- In general, incentives improve response rates and improve speed of responding

- Effective incentives
 - Are either given in advance or immediately after survey completion
 - Are not coercive
 - Lottery incentives help with initial responding, but less so by follow-up

- Challenges
 - Expense
 - Need to collect identifying information to provide incentive

Involving Stakeholders





- To create sustainable changes in school climate, you must get buy-in from various stakeholder groups – starting with buy-in for measuring school climate. How do you convince groups to buy in?
 - Provide stakeholders with the message of why school climate is so vital to student outcomes
 - Provide stakeholders with a framework for collaboration in which there is 1) a clear plan of action to improve climate, and 2) their voices will be heard during the planning and implementation processes

Strategies for Communicating the Importance of School Climate



- Allow input from the intended audience on the best mode of communication
- Use non-technical language whenever possible
- Provide concise, accurate information – brief word documents or power points
- Tailor your strategy to the stakeholder group you are addressing!



- Why is measuring climate necessary?
 - Data can identify needs and inform future interventions – this is the first step to improving climate
 - Data can document improvements and successes
 - Data can identify subgroups who perceive that school climate is poor
 - Data can identify areas where students, staff, and parents view climate differently
 - Data reports can create opportunities for staff, teachers and parents to discuss climate issues
 - Existing measures of school climate are incomplete
 - Better climate = better standardized test scores, higher grad rates, more satisfied teachers, lower teacher turnover rates, improved school safety, improved child wellness, less risk taking behavior, and improved social-emotional skills

Putting it all Together



- Creating a framework for collaboration in the surveying and overall climate improvement process is essential to creating sustainable change
- The first step is creating a climate improvement team including:
 - School administrators
 - Teachers
 - Social workers or school psychologists
 - District-level administration
 - Parent leaders
 - Community partners/ providers
 - A school climate coach



Survey Operations





- Now that stakeholders all know that the survey will be happening, it is time to:
 - Identify survey coordinators in each building
 - Train survey coordinators
 - A manual is very helpful
 - Clear flow of materials/actions is important
 - Consider establishing a “help line” for respondents who are missing forms or login information, or who are having other difficulties

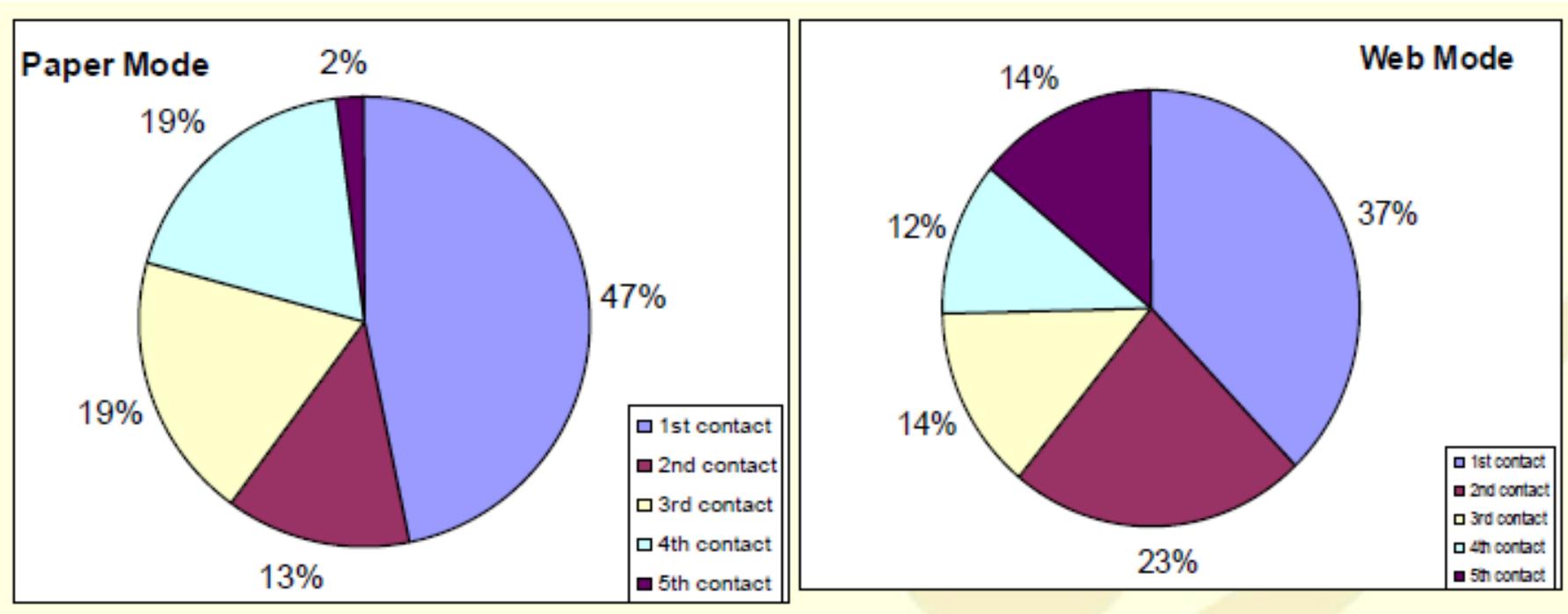


- Where will respondents complete the survey?
 - At school
 - At home
 - At a senior picnic
- When will respondents complete the survey?
 - If the survey is to be administered annually, doing it at the same time each year improves comparability
- Be sure to document the choices you make, so your survey will be easily repeatable

Survey “Windows”



- Most respondents reply right away or after a few reminders
- If you have the survey open for more than about two weeks, people don't experience any urgency and may never respond



Analysis, Reporting, And Data Use



Preparing Survey Data



- Data cleaning
 - Patterns of missing data
 - “Lazy” respondents
 - Social validity

- “Attemptedness” criteria: what is a “complete” survey?

- Psychometric analysis
 - Reliability, validity

- Scoring/analysis
 - Scaling, IRT/Rasch analysis, prevalence/incident counts
 - Means use more information in the data and are more precise, but percentages reaching a cutoff may be easier to communicate
 - Student-level, classroom-level, school-level, district-level aggregation

Reporting

- Reports should be clear, concise, and easy to understand



2006 Student Connection Survey

Dear School Community,

As part of the High School Transformation Project, a multi-year effort focused on helping all high schools improve, CPS has produced the High School Scorecard to share data about our schools in a variety of areas. One area, Student Connection, reports information about student perceptions of safety, educational expectations, school support, social and emotional skills, and extracurricular participation, all of which have been shown to be necessary conditions for learning. These data were collected through a student survey. The survey results for your school are contained within this report.

This report is from the point of view of our students; while their perceptions may not match our own, it is essential that we value and respect their voice. Listening to what the students have to say is an important step toward keeping them engaged as partners in producing meaningful change in our schools.

The data from this survey, together with other information such as attendance, disciplinary referrals, and test gains, provide information to enhance your school's approach to student connection.

I am very proud that CPS is the first large urban school district in the country to systematically measure student connection information, share it transparently, and provide additional tools that school leaders can use to improve in this area. I am confident that your school will be able to use this information to improve the learning conditions and learning outcomes available to all our students.

Sincerely,

Arne Duncan
Chief Executive Officer

What is in this report?

Pages 2-5 of this report present your school's results on the four scales of the Student Connection Survey and compare those results with the district average.

Results are shown as the percentage of students whose responses fall into the excellent, adequate, and needs improvement categories. Results are also shown for subgroups of students.

Pages 6 and 7 of this report present results for individual survey questions; these results should be interpreted with caution because individual items are not as trustworthy as scale scores.

Response Rate by Grade:

Freshmen	56%
Sophomores	70%
Juniors	81%
Seniors	87%

On the back page of the report, you can find suggested next steps for using these results for school improvement. As you work with your school community to make plans for school improvement, remember to focus on all students even if the majority of students rated your school positively.

What role can principals play?

When principals work together with staff, students, and parents on the conditions for learning in a school, powerful instructional communities are built. Principals can personally model the process of using data to make decisions about how to improve schoolwide and classroom practices.

Percentage of students whose responses indicate that your school is performing adequately or better:

Safe and Respectful Climate	76%
High Expectations	82%
Student Support	79%
Social and Emotional Learning	79%



- Norm-referenced scores tell how someone did relative to the others who took the survey
 - Percentile scores are norm-referenced
 - A “norm” for school climate might be how your climate scores compare with state or national surveys *using the same measures*

- Criterion-referenced scores tell how someone did relative to some standards
 - Achievement tests that provide information about proficiency level are criterion-referenced
 - A “criterion” for school climate would be your aspirational standard that reflects your vision for your school’s climate

Safe and Respectful Climate

Overall Results

Percent Adequate or Above

76%

73%

19%

21%

57%

52%

24%

27%

Your
School

CPS
Average

What These Results Mean

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.

In your school, 19% of students report that the level of safety is excellent. These students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.

In your school, 57% of students report that the level of safety is adequate. These students feel physically safe *most* of the time, but there may be occasional fights, thefts, or vandalism. They *usually* feel emotionally safe but may occasionally be teased, bullied, harassed, or put down by other students.

In your school, 24% of students report that they do not feel safe. These students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are *often* teased, picked on, or bullied, and they may stay at home because they do not feel safe at school.

Some groups of students feel less safe than others at your school. This group includes female students. *Some* groups of students feel safer than others at your school. These groups include male students and freshmen.

EXCELLENT

Students do not worry about their physical safety. They treat one another with respect.

ADEQUATE

Students *mostly* do not worry about their physical safety. However, there are *some* problems with regard to emotional safety.

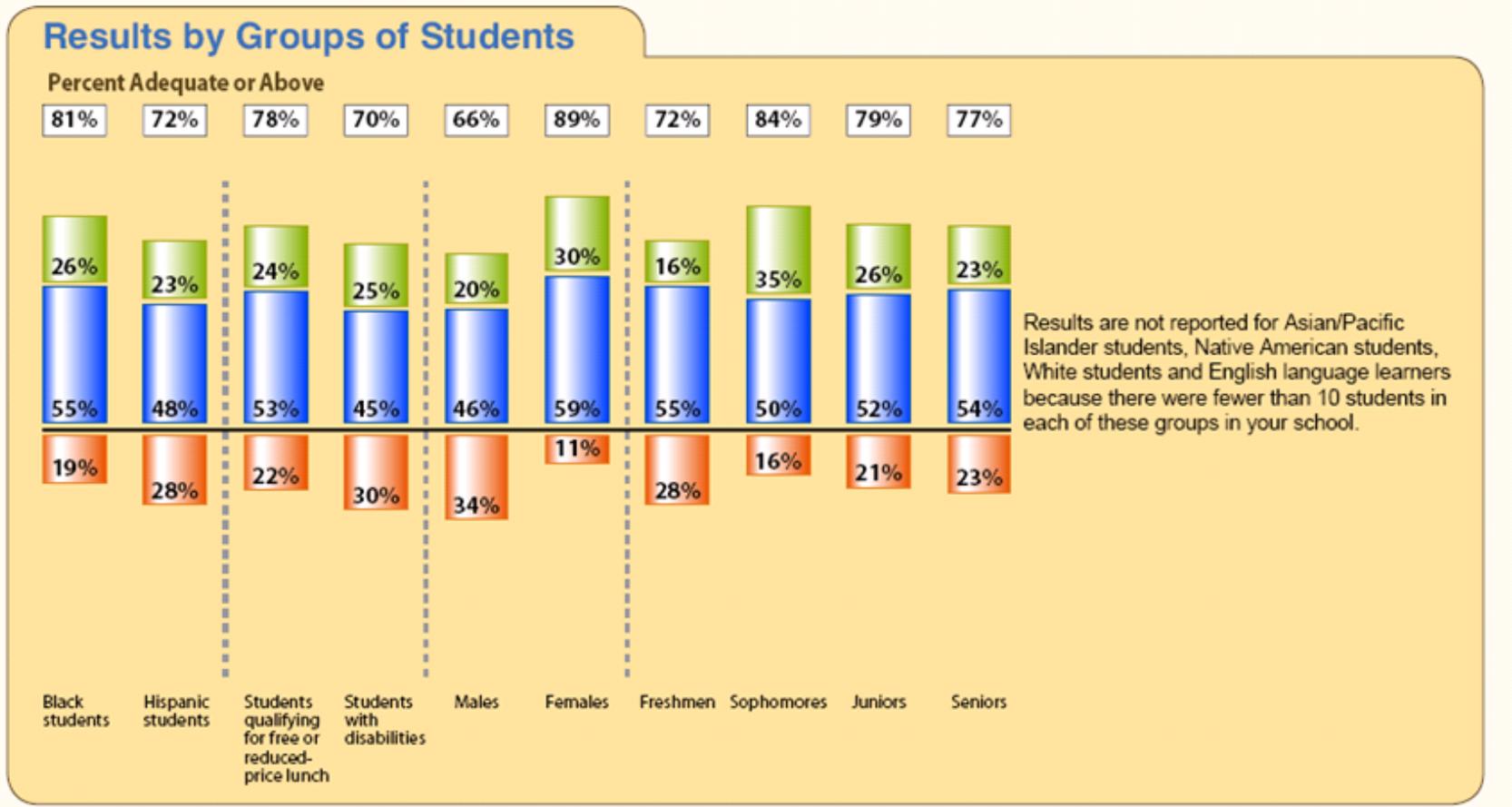
NEEDS IMPROVEMENT

Students worry about both their physical and emotional safety.

Cell-size Suppression Rules



- To protect participant privacy, results are generally not reported when there are fewer than 10 individuals in a subgroup



Using School Climate Reports



- School improvement plans
- Research on conditions for learning that promote student achievement
- Evaluating interventions aimed at improving schooling



Upcoming Webinars



- **Bullying Prevention**

March 16, 2011

4:00 pm – 5:30 pm ET

March 17, 2011

11:00 am – 12:30 pm ET

- **Survey Development**

March 30, 2011

4:00 pm – 5:30 pm ET

March 31, 2011

11:00 pm – 12:30 pm ET

- **Addressing Risk Behavior through Positive Youth Development Strategies**

April 13, 2011

4:00 pm – 5:30 pm ET

April 14, 2011

11:00 – 12:30 pm ET

- **Survey Administration**

April 27, 2011

4:00 pm – 5:30 pm ET

April 28, 2011

11:00 am – 12:30 pm ET



- **School Based Climate Teams (Part 1)**
May 11, 2011 4:00 pm – 5:30 pm ET
May 12, 2011 11:00 – 12:30 pm ET

- **Analysis of Survey Data**
May 25, 2011 4:00 pm – 5:30 pm ET
May 26, 2011 11:00 – 12:30 pm ET

- **Violence Prevention**
June 8, 2011 4:00 pm – 5:30 pm ET
June 9, 2011 11:00 – 12:30 pm ET

- **Reporting and Dissemination**
June 29, 2011 4:00 pm – 5:30 pm ET
June 30, 2011 11:00 – 12:30 pm ET

Survey Management Citations



1. Harper, K. (December, 2010). *Measuring School Climate*. Presented to the Safe and Supportive Schools Grantee Meeting, Washington, DC.
2. U.S. Department of Education (2010, March). *A blueprint for reform: The reauthorization of the Elementary and Secondary Education Act*. Washington, DC: Author. Retrieved from <http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf>
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10. David C. Mohr & Mark Meterko, Mark S. Nagy, & Warren, N. (2010). Survey Representativeness among Multiple Modes of Administration using Random Assignment. *Applied H.R.M. Research*, 12 (1), 1–16.
11. Chen, P. D. (2006). *Nonresponse effect in large scale student assessment*. Bloomington, IN: Indiana University, National Survey on Student Engagement.
12. Nixon, C. & C. Gray. Keeping Students Learning: School Climate and Student Support Systems. (September, 2007), Presented at the 2010 Tennessee LEAD Conference, Nashville, TN.
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<http://www.cps.edu/Schools/Pages/school.aspx?unit=1820>